



*Enhancing your  
school and community*

*Service Center*

1819 E. Milham Ave.  
Portage, MI  
49002

*Early Childhood Education*

Kalamazoo RESA West Campus  
4606 Croyden Ave.  
Kalamazoo, MI  
49006

*Head Start*

422 E. South St.  
Kalamazoo, MI  
49007

*Juvenile Home School*

1424 Gull Road  
Kalamazoo, MI  
49048

*Valley Center School*

3122 Lake St.  
Kalamazoo, MI  
49048

*WoodsEdge Learning Center*

1501 E. Milham Ave.  
Portage, MI  
49002

*Young Adult Program*

Kalamazoo RESA West Campus  
4606 Croyden Ave.  
Kalamazoo, MI  
49006

*Youth Opportunities Unlimited*

422 E. South St.  
Kalamazoo, MI  
49007

1601 S. Burdick St.  
Kalamazoo, MI  
49001

16587 Enterprise Drive  
Three Rivers, MI  
49093

210 Vista Drive  
Coldwater, MI  
49036

269.250.9200  
www.kresa.org

To: House Education Committee  
From: Angela Telfer, Director, WoodsEdge Learning Center  
Date: April 13, 2016  
Re: Seclusion and Restraint HB No. 5409-5418

Thank you again for the opportunity to speak with you this morning. I support the use of seclusion or restraint as a last resort intervention in emergency situations only and applaud you for this important work supporting students who display challenging behavior in school.

I am asking you to consider revising the language of HB 5417 to allow the use of a quiet room if it is needed. This is important because:

- Seclusion in a separate room is used by many of us when we need to calm ourselves or shut out what is overstimulating.
- Seclusion in a separate quiet room can be a valuable teaching tool for some students learning to calm themselves.
- Students with disabilities have the same feelings/frustrations others do but also:
  - May have extremely limited ways to communicate
  - May process sensory stimulation more intensely (light, sound, smell, touch, taste)
  - May not know how to calm themselves or to choose to leave an area on their own
- Sometimes the preventative strategies fail.
  - There could be things inherent to the environment the student is in currently (e.g. classroom) that are the triggers.
- A quiet room can preserve the dignity of the student

There could be a significant negative impact on some students and on staff if we are not able to use a quiet room in an emergency. The impact could mean:

- That staff may need to resort to physical restraint when we normally wouldn't to keep everyone safe. This escalates behavior.
- An increased loss of instructional time for the student and often for classrooms of other students.
- That schools may not be able to keep students with significant aggressive behavior in school, which means we take them out of the group environment where they need to learn the skills to maintain self-control.

If you would like to visit our school, please do not hesitate to contact me at 269.250.9414.